

Missouri Department of Elementary and Secondary Education Special Education District Profile

GRANDVIEW C-4 (048-074)

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each district in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/SPPpage.html>

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the district met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the district directly to the Department.

See <http://www.dese.mo.gov/divspeced/DataCoord/documents/DistrictProfileReviewGuide.pdf> for the Special Education Profile Review Guide

**Questions? Please contact the Special Education - Data Coordination at 573-751-7848
speddata@dese.mo.gov.**

SPP Targets and District Status					
SPP Indicator*		District Data 2011-12		Target 11-12	
Early Childhood Special Education Data (Table A)					
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12) **		NA	NA	=	100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)					
Positive social-emotional skills:	Summary Statement 1	100.00%	Met	≥	92.70%
	Summary Statement 2	59.09%	Met	≥	55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	95.00%	Met	≥	93.80%
	Summary Statement 2	45.45%	Met	≥	42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	80.00%	Not Met	≥	90.70%
	Summary Statement 2	63.64%	Met	≥	60.70%
Child Count and Educational Environment Data (Table B)					
Percent of children with IEPs inside regular class at >79% of the day (SPP 5A)		67.21%	Met	≥	59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		12.57%	Not Met	≤	10.20%
Percent of children with IEPs served in separate settings (SPP 5C)		1.64%	Met	≤	3.50%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)		No			
Assessment Data (Table C)					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3B)		99.07%	Met	≥	95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)		99.09%	Met	≥	95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3C)		27.23%	Not Met	≥	56.20%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)		29.03%	Not Met	≥	56.40%
Evaluation Data (Table D)					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) **		NA	NA	=	100.00%
Parent Survey Data (Table E)					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)		NA	NA	≥	80.00%
Suspension/Expulsion Data (Table F)					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		No			
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)		No			
Secondary Transition Data (Table G)					
Graduation rate for students with disabilities (SPP 1)		64.29%	Not Met	≥	83.20%
Dropout rate for students with disabilities (SPP 2)		7.89%	Not Met	≤	4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13) **		NA	NA	=	100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	13.64%	Not Met	≥	24.40%
	enrolled in higher education or competitively employed	36.36%	Not Met	≥	46.90%
	total employed / continuing education	45.45%	Not Met	≥	51.30%

* Only those indicators for which data are available and/or targets have been established are included in this summary

** Data are collected from districts in conjunction with their Monitoring review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Special Education Child Count and Participation Rates (A1)

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-PK5				
	2009-10	2010-11	2011-12	State: 2011-12
Child Count	67	37	51	11,448
Participation Rate	6.02%	3.32%	4.58%	5.80%

Source: District reported data via MOSIS Student Core and 2010 census data

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2009-10		2010-11		2011-12		State
	#	%	#	%	#	%	2011-2012
<i>In the regular early childhood program:</i>	45	67.16%	17	45.95%	16	31.37%	56.09%
♦ 10+ hours with majority of sped services in: EC Program*			0	0.00%	3	5.88%	24.61%
Other Location			17	45.95%	12	23.53%	20.26%
♦ less than 10 hours with majority of sped services in: EC Program*			0	0.00%	0	0.00%	5.15%
Other Location			0	0.00%	1	1.96%	6.07%
Separate Class	17	25.37%	15	40.54%	29	56.86%	30.06%
Separate School	0	0.00%	1	2.70%	1	1.96%	1.59%
Residential Facility	0	0.00%	0	0.00%	0	0.00%	0.00%
Home	0	0.00%	0	0.00%	0	0.00%	1.09%
Service Provider location	5	7.46%	4	10.81%	5	9.80%	11.17%
Total Early Childhood	67	100.00%	37	100.00%	51	100.00%	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	45	67.16%	0	0.00%	3	5.88%	29.76%
Total separate placement** (SPP 6B)	17	25.37%	16	43.24%	30	58.82%	31.65%

Source: District reported data via MOSIS Student Core

Percentage = Educational Environment / Total Early Childhood

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12) (A3)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthdays

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Number referred and eligible	14	NA	NA	NA	NA
IEPs developed within acceptable timelines	14	NA	NA	NA	NA
Percent developed within acceptable timelines	100.00%	NA	NA	NA	NA
State % developed within acceptable timelines	97.38%	95.00%	98.58%	99.46%	95.90%

Source: Data are collected from districts in the year prior to monitoring review

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Outcome Data (SPP 7) (A4)

Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

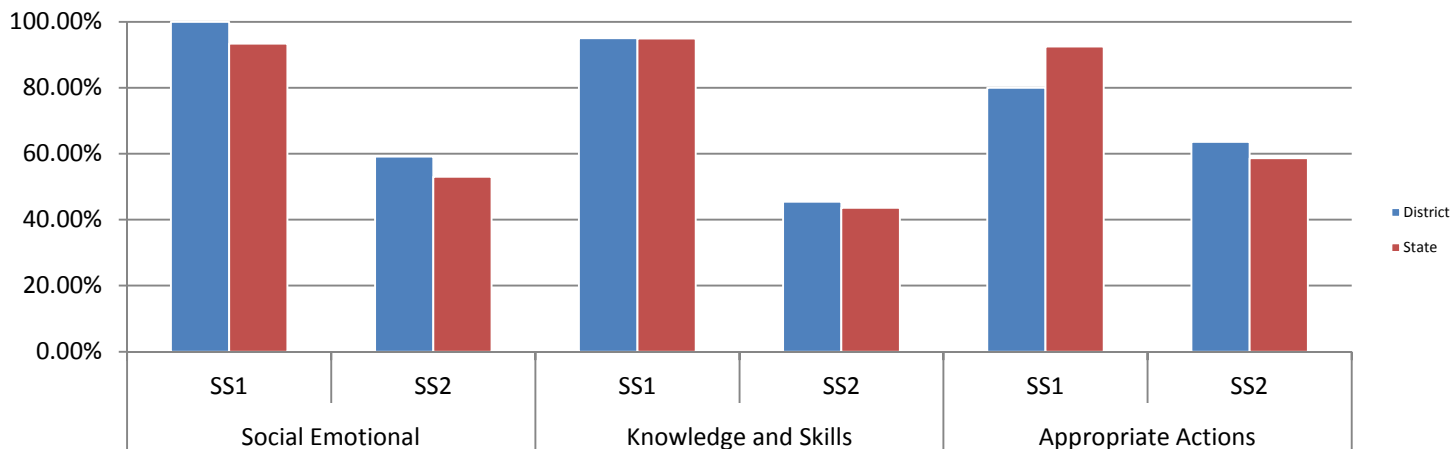
Outcomes:	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
2011-2012 School Year	#	%	State %	#	%	State %	#	%	State %
Outcomes:									
Percent of children who									
a. did not improve functioning	0	0.00%	1.47%	0	0.00%	1.74%	0	0.00%	1.53%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.00%	3.70%	1	4.55%	2.87%	3	13.64%	4.09%
c. improved functioning to a level nearer to same-aged peers but did not reach	9	40.91%	41.85%	11	50.00%	51.82%	5	22.73%	35.77%
d. improved functioning to reach a level comparable to same-aged peers	3	13.64%	31.02%	8	36.36%	33.75%	7	31.82%	34.04%
e. maintained functioning at a level comparable to same-aged peers	10	45.45%	21.96%	2	9.09%	9.82%	7	31.82%	24.57%
Total:	22	100.00%	100.00%	22	100.00%	100.00%	22	100.00%	100.00%
Summary Statements									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.	100.00%		93.38%	95.00%		94.89%	80.00%		92.54%
2. Percent of children who were functioning within age expectations by the time they exited.	59.09%		52.98%	45.45%		43.57%	63.64%		58.60%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core

Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months

Early Childhood Outcomes



SS1=Summary Statement 1 (see above)

SS2=Summary Statement 2 (see above)

Child Count and Educational Environment Data - (Table B)

Child Count (5K-21) and Parentally-Placed Private School Students (PPPS) (B1)

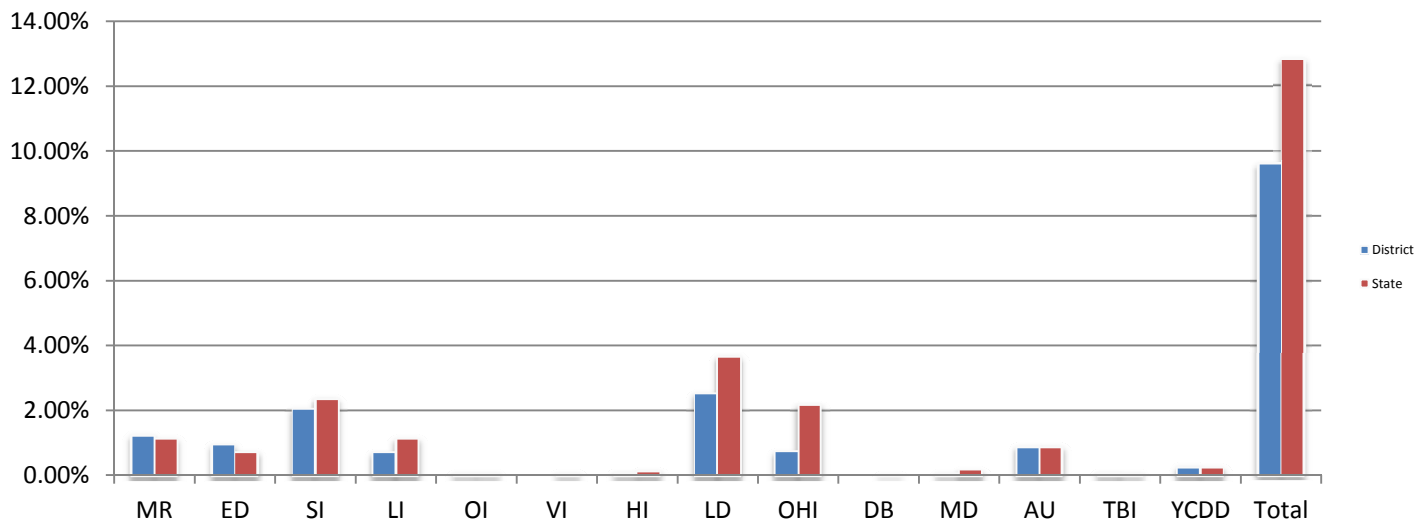
The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2011-12	State 2011-12
Mental Retardation/Intellectual Disability	47	0	1.24%	1.15%
Emotional Disturbance	36	0	0.95%	0.73%
Speech Impairment	78	0	2.05%	2.36%
Language Impairment	27	0	0.71%	1.15%
Orthopedic Impairment	2	0	0.05%	0.06%
Visual Impairment	0	0	0.00%	0.06%
Hearing Impairment	3	0	0.08%	0.13%
Specific Learning Disabilities	96	0	2.52%	3.66%
Other Health Impairment	28	0	0.74%	2.18%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	2	0	0.05%	0.17%
Autism	34	0	0.89%	0.89%
Traumatic Brain Injury	3	0	0.08%	0.05%
Young Child w/ Developmental Delay	10	0	0.26%	0.26%
Total	366	0	9.63%	12.85%

Source: District reported data via MOSIS Student Core Child Count data is as of December 1

Incidence rate = Total 5K-21 Child Count / K-12 district enrollment

Special Education Incidence Rates



Percent of Students by Race/Ethnicity (SPP 9/10) (B2)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

School Year: 2011-12	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	25.67%	54.68%	14.52%	0.89%	0.60%	0.18%	3.45%	100.00%
Total IEP Child Count (3-21)	34.05%	50.36%	9.59%	1.68%	0.72%	0.00%	3.60%	100.00%
MR / ID	21.28%	68.09%	2.13%	4.26%	0.00%	0.00%	4.26%	100.00%
Emotional Disturbance	58.33%	36.11%	0.00%	2.78%	0.00%	0.00%	2.78%	100.00%
Speech/Language Impairment	46.46%	47.47%	0.00%	3.03%	0.00%	0.00%	3.03%	100.00%
Specific Learning Disability	25.00%	57.29%	11.46%	0.00%	1.04%	0.00%	5.21%	100.00%
Other Health Impairment	32.14%	60.71%	3.57%	0.00%	3.57%	0.00%	0.00%	100.00%
Autism	35.29%	52.94%	8.82%	0.00%	0.00%	0.00%	2.94%	100.00%

Source: District reported data via MOSIS Student Core Child Count data is as of December 1

Child Count and Educational Environment Data - (Table B)

School-age Educational Environments (SPP 5) (B3)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

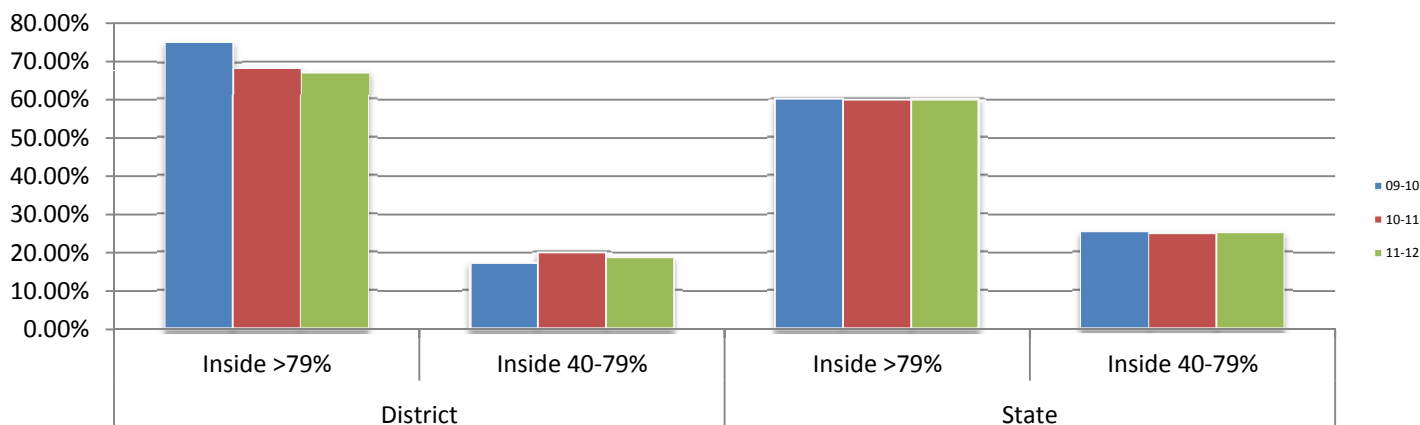
Placement Categories	2009-2010		2010-2011		2011-2012		State 2011-2012
	#	%	#	%	#	%	%
Inside Regular Class >79% (SPP 5A)	280	75.07%	263	68.31%	246	67.21%	59.99%
Inside Regular Class 40-79%	64	17.16%	77	20.00%	68	18.58%	25.20%
Inside Regular Class <40% (SPP 5B)	27	7.24%	31	8.05%	46	12.57%	9.34%
Private Separate (Day) Facility*	0	0.00%	9	2.34%	1	0.27%	0.59%
Public Separate (Day) Facility*	0	0.00%	1	0.26%	1	0.27%	1.36%
Homebound/Hospital*	2	0.54%	4	1.04%	4	1.09%	0.62%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.01%
Correctional Facility	0	0.00%	0	0.00%	0	0.00%	0.05%
Parentally Placed Private School	0	0.00%	0	0.00%	0	0.00%	1.94%
State Operated Separate School^	NA	NA	NA	NA	NA	NA	0.91%
Total School Age	373	100.00%	385	100.00%	366	100.00%	100.00%
Total of Separate Placements* (SPP 5C)	2	0.54%	14	3.64%	6	1.64%	3.48%

Source: District reported data via MOSIS Student Core.

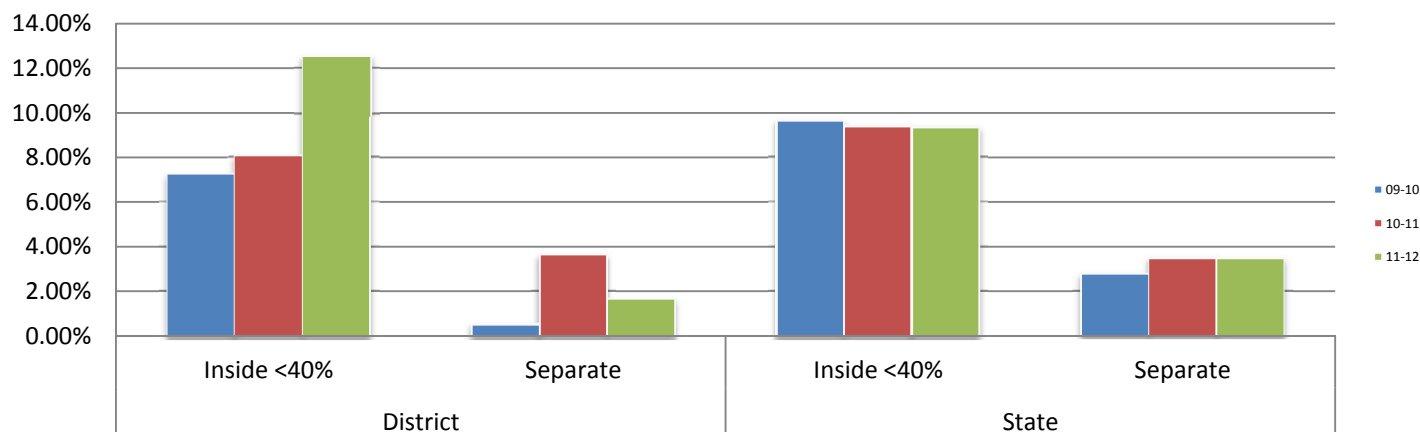
**"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Educational Environments: Inside > 79% and Inside 40-79%



Educational Environments: Inside < 40% and Separate Placements



Student Assessment Data - (Table C)

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at: <https://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two
2011-12 - IEP MAP and MAP-A												
	Communication Arts							Mathematics				
3	33	33	14	100.0%	42.4%	28.1%	33	33	15	100.0%	45.5%	35.6%
4	37	37	15	100.0%	40.5%	29.5%	37	37	10	100.0%	27.0%	32.2%
5	29	29	10	100.0%	34.5%	28.1%	29	29	12	100.0%	41.4%	31.7%
6	38	38	6	100.0%	15.8%	23.4%	38	38	6	100.0%	15.8%	28.6%
7	31	30	4	96.8%	13.3%	24.0%	31	30	5	96.8%	16.7%	29.7%
8	31	30	5	96.8%	16.7%	21.9%	31	30	6	96.8%	20.0%	22.1%
HS	16	16	4	100.0%	25.0%	36.8%	20	20	9	100.0%	45.0%	26.9%
3-5	99	99	39	100.0%	39.4%	28.6%	99	99	37	100.0%	37.4%	33.2%
6-8	100	98	15	98.0%	15.3%	23.2%	100	98	17	98.0%	17.3%	26.9%
All	215	213	58	99.1%	27.2%	27.3%	219	217	63	99.1%	29.0%	29.7%
2010-11 - IEP MAP and MAP-A												
	Communication Arts							Mathematics				
3	36	36	13	100.0%	36.1%	28.5%	36	36	11	100.0%	30.6%	34.5%
4	40	40	14	100.0%	35.0%	30.8%	40	40	13	100.0%	32.5%	33.6%
5	45	45	11	100.0%	24.4%	28.0%	45	45	10	100.0%	22.2%	31.6%
6	27	27	5	100.0%	18.5%	23.6%	27	27	6	100.0%	22.2%	30.5%
7	30	30	5	100.0%	16.7%	21.7%	30	30	6	100.0%	20.0%	25.4%
8	25	25	7	100.0%	28.0%	21.1%	25	25	7	100.0%	28.0%	22.3%
HS	35	33	9	94.3%	27.3%	34.3%	41	40	9	97.6%	22.5%	27.2%
3-5	121	121	38	100.0%	31.4%	29.1%	121	121	34	100.0%	28.1%	33.2%
6-8	82	82	17	100.0%	20.7%	22.2%	82	82	19	100.0%	23.2%	26.2%
All	238	236	64	99.2%	27.1%	26.9%	244	243	62	99.6%	25.5%	29.5%
2009-10 - IEP MAP and MAP-A												
	Communication Arts							Mathematics				
3	40	40	12	100.0%	30.0%	27.5%	40	39	18	97.5%	46.2%	33.7%
4	54	54	16	100.0%	29.6%	29.9%	53	53	15	100.0%	28.3%	32.9%
5	31	31	9	100.0%	29.0%	28.2%	31	31	7	100.0%	22.6%	31.4%
6	33	33	5	100.0%	15.2%	21.4%	33	33	6	100.0%	18.2%	27.6%
7	31	31	4	100.0%	12.9%	20.1%	31	31	6	100.0%	19.4%	25.7%
8	18	18	4	100.0%	22.2%	20.5%	18	18	5	100.0%	27.8%	22.7%
HS	27	27	4	100.0%	14.8%	36.0%	38	38	10	100.0%	26.3%	28.3%
3-5	125	125	37	100.0%	29.6%	28.6%	124	123	40	99.2%	32.5%	32.7%
6-8	82	82	13	100.0%	15.9%	20.7%	82	82	17	100.0%	20.7%	25.4%
All	234	234	54	100.0%	23.1%	26.1%	244	243	67	99.6%	27.6%	29.1%

Source: MAP Assessment - includes MAP and MAP-A results

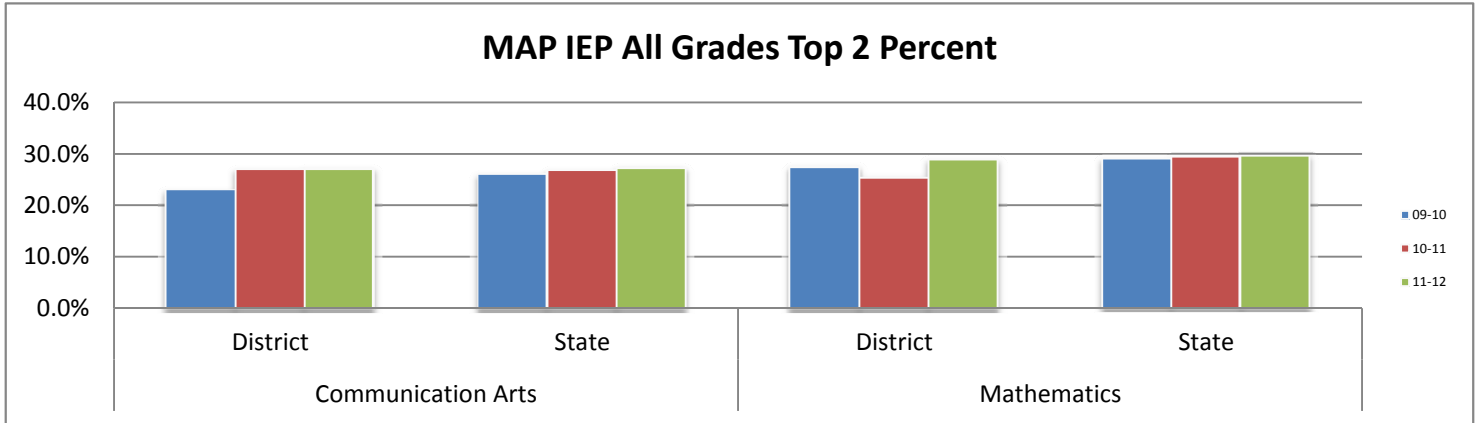
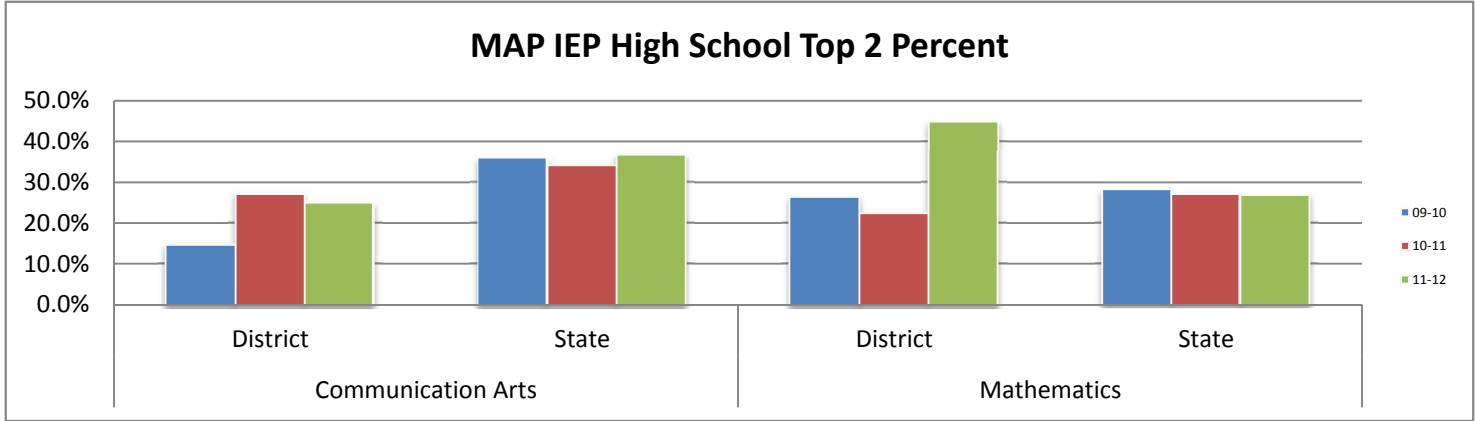
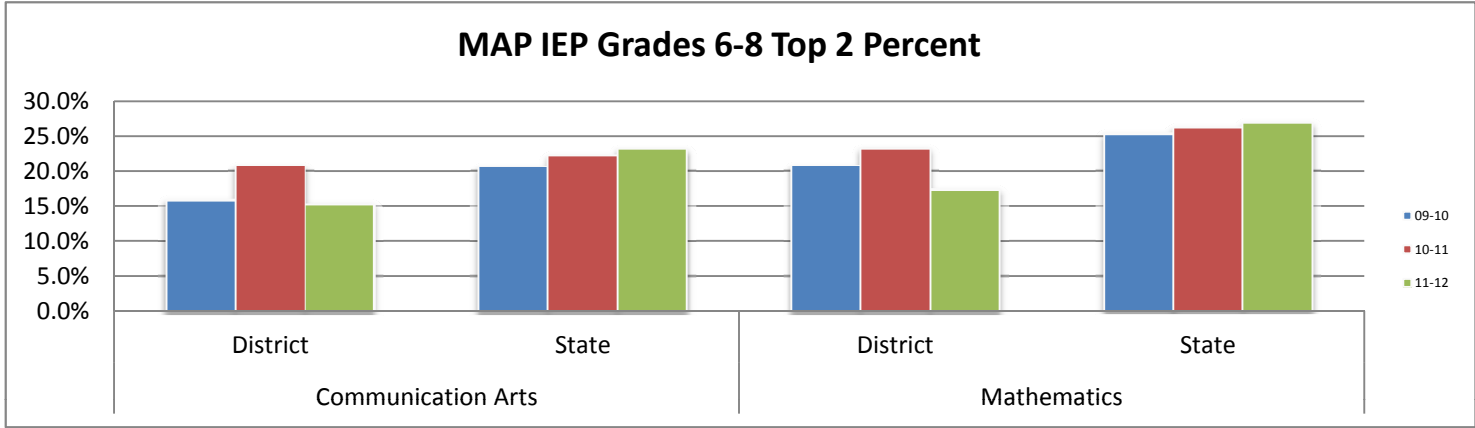
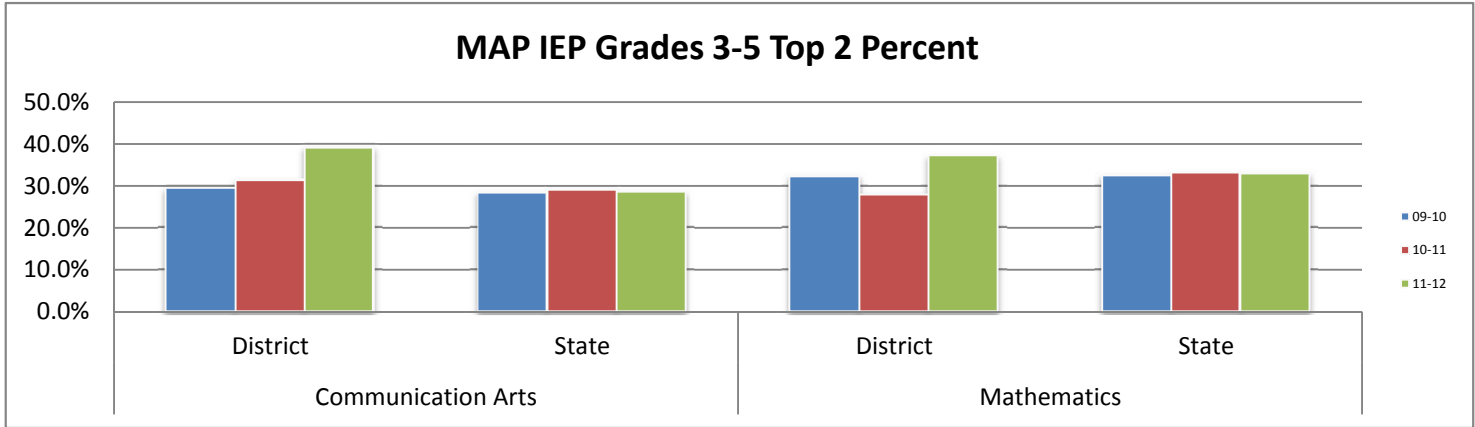
Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Student Assessment Data - (Table C)



HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data - (Tables D, E, and F)

Initial Evaluation Timelines (SPP 11) (Table D)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Number evaluated	96	NA	NA	NA	NA
Number within acceptable timelines	96	NA	NA	NA	NA
Percent within acceptable timelines	100.00%	NA	NA	NA	NA
State % within acceptable timelines	96.59%	97.75%	96.76%	97.75%	97.85%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8) (Table E)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Total Responses	NA	157	NA	NA	NA
Number Agree/Strongly Agree	NA	106	NA	NA	NA
% Agree/Strongly Agree	NA	67.52%	NA	NA	NA
State % Agree/Strongly Agree	72.18%	69.55%	69.25%	71.39%	77.76%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or special education parent survey

Note: Data collected from districts in conjunction with their monitoring review

Suspension/Expulsion Data (SPP 4A) (Table F)

School Year 2011-2012	Students with Disabilities			Non Disabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	69	16.55	11.5	236	6.80	6.1	2.43	1.89
OSS > 10 Days	10	2.40	2.3	38	1.09	1.1	2.19	2.16
ISS - All	129	30.94	14.4	649	18.69	9.7	1.65	1.49
ISS > 10 Days	42	10.07	1.7	122	3.51	0.8	2.87	2.07
Total OSS and ISS	198	47.5	25.9	885	25.49	15.7	1.86	1.65
Incident Counts								
OSS - All	162	38.85	24.8	423	12.18	11.1	3.19	2.23
OSS > 10 Days	10	2.40	2.4	40	1.15	1.1	2.08	2.17
American Indian	0	0.00	1.4	Note: the ratios for the racial/ ethnic groups use the Non- Disabled OSS>10 days for all races as the comparison group			0.00	1.31
Asian	0	0.00	0.8				0.00	0.70
Black	7	3.33	7.0				2.89	6.30
Hispanic	0	0.00	1.4				0.00	1.31
Multi Racial	0	0.00	2.1				0.00	1.89
Pacific Islander	0	0.00	0.8				0.00	0.77
White	3	2.11	1.4				1.83	1.22
ISS - All	362	86.81	37.8	1,476	42.51	22.4	2.04	1.68
ISS > 10 Days	45	10.79	1.7	126	3.63	0.8	2.97	2.08
Total OSS and ISS	524	125.66	62.6	1,899	54.69	33.6	2.30	1.86

Source: District reported data via MOSIS Discipline and MOSIS Student Core.

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 3-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data - (Table G)

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2) (G1)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2009-10	2010-11	2011-12	State 2011-12
Number of students with disabilities who graduated	16	20	20	6,563
Special Education (IEP) cohort - 4 years	NA	32	28	8,079
Number graduating in 4 years	NA	18	18	5,892
4-year graduation rate	NA	56.25%	64.29%	72.93%
Special Education (IEP) cohort - 5 yrs	NA	30	NA	NA
Number graduating in 5 years	NA	21	NA	NA
5-year graduation rate	NA	70.00%	NA	NA

Graduation rate = Number graduating / Special Education (IEP) Cohort x 100

Dropout data (SPP 2)	2009-10	2010-11	2011-12	State 2011-12
Number of students with disabilities ages 14 - 21	108	122	114	38,560
Number of students with disabilities who dropped out	6	7	9	1,510
Dropout rate for students with disabilities	5.56%	5.74%	7.89%	3.92%

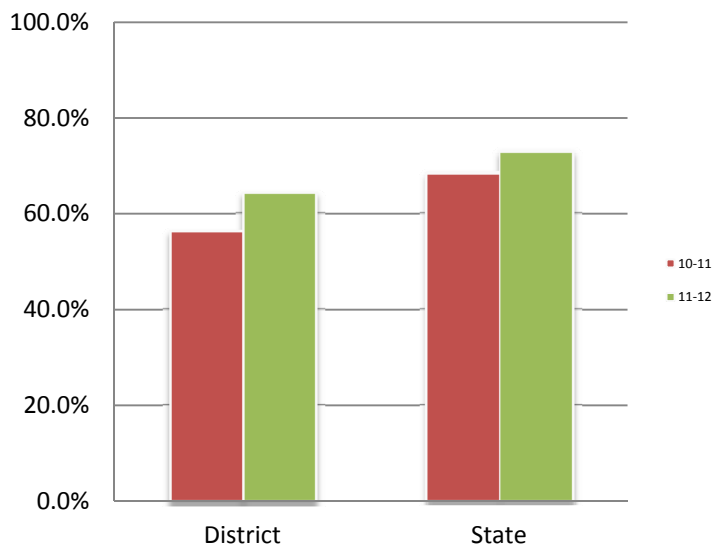
Source: District reported data via MOSIS Student Core and MOSIS Enrollment and Attendance

Dropout rate = Dropouts / 14-21 Child Count x 100

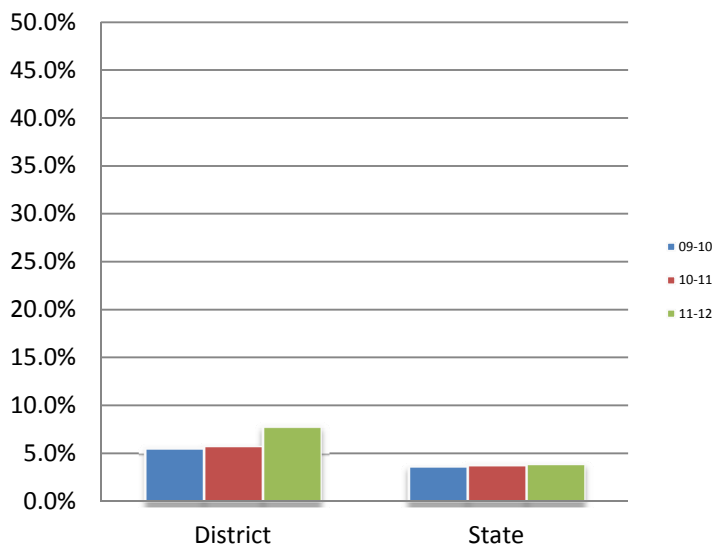
For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

4-Year Graduation Rates



Dropout Rates



Secondary Transition Plans (SPP 13) (G2)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Total Reviewed	10	NA	NA	NA	NA
Number Met	10	NA	NA	NA	NA
Percent Met	100.00%	NA	NA	NA	NA
State	82.50%	88.38%	91.31%	79.96%	82.35%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data - (Table G)

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14) (G3)

Districts are required to follow-up for special education graduates and dropouts from the previous year. The following table indicates the district-reported data.

<i>Follow-up reported during the 2011-2012 School Year</i>		10-11 Graduates		10-11 Dropouts		Total		State
		#	%	#	%	#	%	%
(1) 2 YR College	<i>completed at least one term</i>	1	5.9%	0	0.0%	1	4.5%	24.1%
(2) 4 YR College		2	11.8%	0	0.0%	2	9.1%	7.7%
(3) Non College		0	0.0%	0	0.0%	0	0.0%	3.3%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	5	29.4%	0	0.0%	5	22.7%	21.3%
(5) Employed (Not Competitively)		2	11.8%	0	0.0%	2	9.1%	2.2%
(6) Military		0	0.0%	0	0.0%	0	0.0%	1.6%
(7) Other		0	0.0%	0	0.0%	0	0.0%	13.1%
(8) Continuing Education - did not complete one term		2	11.8%	0	0.0%	2	9.1%	3.8%
(9) Employed - less 20 hrs per week or 90 days		0	0.0%	0	0.0%	0	0.0%	3.2%
(10) Unknown		5	29.4%	5	100.0%	10	45.5%	19.8%
(11) Not Available		3		1		4		
Total (excludes Not Available)		17	100.0%	5	100.0%	22	100.0%	100.0%
A. Enrolled in higher education*		3	17.6%	0	0.0%	3	13.6%	31.8%
B. Enrolled in higher education or competitively employed*		8	47.1%	0	0.0%	8	36.4%	54.7%
C. Total Employed / continuing Education*		10	58.8%	0	0.0%	10	45.5%	60.1%

Source: District reported data via MOSIS February Follow-up

***Summary Calculations**

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]

